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| **Learning will include the development of the following knowledge, concepts and skills** | | **Possible learning outcomes in**  **science** |
| **Transdisciplinary theme**  **Who we are**  An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.  **Central idea**  As human beings we share  similarities and at the same time  are different from each other.  **Key concepts**   * Perspective   **Related concepts**  **Lines of inquiry**   * My personal and physical characteristics * My likes and dislikes * What makes me like and different from my classmates | **Science strand(s)**  Living things  **Science skills**  a. Observe carefully in order to gather data  b. Use a variety of  instruments and tools to  measure data accurately  g. Interpret and evaluate  data gathered in order  to draw conclusions | **The student will be able to:**  • Recognise and name some of his/her physical characteristics  • Compare themselves according to physical characteristics  • Recognise that the world can be observed through eyes, mouth, ears, hands, and nose. |

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| **Learning will include the development of the following knowledge, concepts and skills** | | **Possible learning outcomes in**  **science** |
| **Transdisciplinary theme**  **Where we are in place and time**  An inquiry into orientation  in place and time; personal  histories; homes and journeys;  the discoveries, explorations  and migrations of humankind;  the relationships between  and the interconnectedness  of individuals and civilizations,  from local and global  perspectives.  **Central idea**  School is a place  designed to help us  learn together  **Key concepts**   * Function   **Related concepts**   * Routine   **Lines of inquiry**   * Why we come to school * Daily routines at school * Why we need to become familiar with different places in our school | **Science strand(s)**  Living Things  **Science skills**  a. Observe carefully in order to gather data | **The student will be able to:**  • Show curiosity about the new environment around the school.  • Show awareness about off-limit places at school.  • Recognise that the world can be observed through eyes, mouth, ears, hands and nose. |

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| **Learning will include the development of the following knowledge, concepts and skills** | | **Possible learning outcomes in**  **science** |
| **Transdisciplinary theme**  **How we express ourselves**  An inquiry into the ways in  which we discover and express  ideas, feelings, nature, culture,  beliefs and values; the ways in  which we reflect on, extend  and enjoy our creativity; our appreciation of the aesthetic.  **Central idea**  People can demonstrate feelings and emotions in different ways  **Key concepts**   * Function   **Related concepts**   * Demonstration   **Lines of inquiry**   * Different feelings and emotions * How people demonstrate   feelings and emotions | **Science strand(s)**  Living Things  **Science skills**  a. Observe carefully in order to gather data  d. Identify or generate a  question or problem to be  explored | **The student will be able to:**  • Ask questions about feelings to people around school |

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| **Learning will include the development of the following knowledge, concepts and skills** | | **Possible learning outcomes in**  **science** |
| **Transdisciplinary theme**  **How the world works**  An inquiry into the natural world  and its laws; the interaction  between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.  **Central idea**  Identifying characteristics in  everything around us can help us understand and appreciate our world  **Key concepts**   * Form   **Related concepts**   * Characteristic   **Lines of inquiry**   * What a characterictisc is * Characteristics of objects around us * Characterictiscs of living and non living things | **Science strand(s)**  Living Things  **Science skills**  c. Use scientific vocabulary  to explain their  observations and  experiences  e. Plan and carry out  systematic investigations,  manipulating variables as  necessary  f. Make and test predictions  h. Consider scientific  models and applications  of these models  (including their  limitations) | **The student will be able to:**  • Describe living and non living things by their characteristics  • Differentiate living and non living things  • Show appreciation and  respect for living things found in his/her environment |
| **Learning will include the development of the following knowledge, concepts and skills** | | **Possible learning outcomes in**  **science** |
| **Transdisciplinary theme**  **How we organize ourselves**  An inquiry into the interconnectedness of human-made systems and communities; the instruction and function of organizations;  societal decision-making; economic activities and their impact on  humankind and the environment.  **Central idea**  Human beings need rules and agreements to interact with others.  **Key concepts**   * Responsibility   **Related concepts**   * Interaction   **Lines of inquiry**   * Why we need rules and agreements * How agreements and rules are established * Rules in games * Benefits of having rules and agreements | **Science strand(s)**  Living Things  **Science skills**  d. Identify or generate a  question or problem to be  explored  f. Make and test predictions | **The student will be able to:**  • Find some interactions in nature (tree-soil, tree-nest, nest-bird), |

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| **Learning will include the development of the following knowledge, concepts and skills** | | **Possible learning outcomes in**  **science** |
| **Transdisciplinary theme**  **Sharing the planet**  An inquiry into rights and  responsibilities in the struggle  to share finite resources with  other people and with other  living things; communities  and the relationships within  and between them; access to  equal opportunities; peace and  conflict resolution.  **Central idea**  Human beings must learn to use non renewable resources such as water wisely.  **Key concepts**   * Connection   **Related concepts**   * Waste   **Lines of inquiry**   * Usage of water * Proper use vs. waste * How to keep water clean | **Science strand(s)**  Living Things  **Science skills**  b. Use a variety of  instruments and tools to  measure data accurately  c. Use scientific vocabulary  to explain their  observations and  experiences  g. Interpret and evaluate  data gathered in order  to draw conclusions | **The student will be able to:**  • Recognise difficulties of transforming dirty water into drinkable water |